References

Abidin, R. & Robinson, L. (2002), Stress, biases, or professionalism: What drives teachers'referral judgments of students with challenging behaviors? *Journal of Emotional and Behavioral Disorders,* 10(4), 204-212.

Bacharaeh, $,, Bauer, S,, & Conley, S, (1986), Organizational analysis of stress: The ease ofelementary secondary schools, *Work and Occupations,* 13(1), 7-32,

Barmby, P. (2006). Improving teacher recruitment and retention: The importance of workloadand pupil behavior. *Educational Research,* 48(3), 247-265

BerryhiU, J., Lirmey, J.A., & Fromewick, j. (2009).

Blase. J. (1982), A social-psychological grounded theory of teacher stress and burnout.*Educational Administration Quarterly,* 18(4), 93-113,

Blase. J. (1986). A qualitative analysis of sources of teacher stress: Consequences forperformance. *American Educational. Research Journal,* 23(1), 13-40.

Brown, *2.,* & Uehara, D.L, (1999), Coping with teacher stress: A research synthesis for pacific .educators. *Pacific Resources for Education and Learning,* 1-32, ,t

Burke, R.J., Greengiass, E.R., & Scnwarzer, R, (1996). Predicting teacher burnout over time: Effects of work stress, social support, and self-doubts on burnout and it consequences. *Anxiety, Stress and Coping, 9,* 261-275.

Burke, S., Rager, R., & Wallen, M. (2008). Stress Coping Behaviors Among College Students,American Public Health Association 137 Annual Conference. San Diego, CA, October 27, 2008.

Cockbupi, A, (1996). Primary teachers' knowledge and acquisition of stress relieving strategies. *British Journal of Educational Psychology, 63,* 399-410.

Cooley, E, & Yovanoff, P. (1996). Supporting professionals at risk: Evaluating interventions to reduce burnout and improve retention of special educators. *Exceptional Children,* 62(4), 336-355.

Crisis Intervention and Suicide Prevention Centre of British Columbia (2010). Coping with Stress, Retrieved April 16, 2010, from www.crisiscentre.be, ca/get-help/coping-with-stress/.

Crosby, R. A.; Diclemente, R. J. & Salazar. L. F. (2006). *Research Methods in Health Promotion,* San Francisco: John Wiley & Sons, Inc.

Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching.learning, and retention of first year students. *Educational Research,* 1-26.

Dhaliwal, S. (2003). The Tribune on Saturday *Educational Researcher,* 34(1), 89-104.

Farber, B. (1991). Crisis in education: stress and burnout in the American teacher. Jossev-Bass Publishers: San Francisco.

Hastings, R,, & Bham, M. (2003). The relationship between student behaviour patterns andteacher burnout. *School Psychology International, 24(1),* 115-127.

Hepbum, A., & Brown, S. (2001). Teacher stress and management of accountability. *Human Relations,* 54(6), 691-715.

Hodges, B., & Videto, D. (2005). *Assessment and Planning in Health Programs,* Jones and Bartleti Publishers: Siidbury, MA. Howard, S., & Johnson, B. (2004).

Kyriacou, C. & Chien, P. (2004). Teacher stress in Taiwanese primary schools. *Journal of Educational Enquiry,* 5(2), 86-104.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review,* 53(1),27-35.

Lambert, R, et al, (2009). Measuring elementary teacher stress and coping in the classroom:Validity evidence for the classroom appraisal of resources and demands. *Psychology inme Schools,* 0(0), 1-16.

Mackenzie, N. (2007). Teacher morale; More complex than we think? *The Australian*

Selye, H. (1976). The Stress of Life (revised edition). New York; McGraw-Hill Book Co.

Siwach, S. (2001 a) Extent and existence of stress and burnout stress syndrome **in** police personnel. *The Indian Police Journal,*

Sutton, R. (1984), Job stress among primary and secondary schoolteachers: Its relationship to ill-being. *Work and Occupations,* 11(1), 7-28.

Vtotanti, J.M. (1992). Coping strategies amori police recruits in a high-stress training environment. *Journal of Social Psychology, 132,* 717-729.